SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAHARAJA BIJLI PASI GOVERNMENT P.G. COLLEGE, ASHIANA, LUCKNOW

SECTOR -M, ASHIANA,LUCKNOW
226012
www.mbpgpgc.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharaja Bijli Pasi Government P.G. College, an institution run by the Government of Uttar Pradesh, is situated in the southern part of the city near the Lucknow-Kanpur national highway, around 10 km from the district headquarters. The College was established in the year 1999.The first academic session of the College started in 2001-02 with undergraduate courses in English, Hindi, Sanskrit, Economics, Geography, History, Sociology, Psychology, Home Science, and Physical Education. Presently, besides B.A. in 10 subjects, it is running B.Sc., B.Com. and P.G. courses in Hindi, English, Geography, Sociology, and Economics.Through its regular curriculum and other extracurricular and co-curricular activities, the College ensures the complete development of the body, mind, and soul while enshrining traditional Indian values in each student.

Maharaja Bijli Pasi Government P.G. College is noted for satisfying the educational demands of its students. A well-stocked Library and an upcoming gym are among some of the facilities available in the College. Three Science Labs and one Computer Lab are housed in the Science departments' expansive wings. The College not only maintains high academic standards but also has a rich history of extracurricular activities.Our students balance their academic goals with participation in sports, nukkad-natak, debate, dance and many such co curricular activities. The college auditorium is equipped with sound and projection technologies, providing a wide range of academic and co-curricular interactions. Apart from academics, the College has a large sports ground and a stellar sports record.

Vision

- To contribute to the Nation through excellence in all spheres of academics.
- To instill the values of academic integrity and accountability.
- To generate gender equality in society by inspiring the girl students to be more participative in extracurricular activities.
- To evaluate the values of respect and tolerance in every individual.
- To evaluate the spirit of intellectual excellence and creativity.
- To develop human potential to its fullest extent so that intellectually capable and imaginatively creative leaders can emerge.

Mission

- It is our constant effort to provide a conducive atmosphere not only for academic excellence but also for the development of a high moral and spiritual character.
- Our efficient and highly qualified faculty not only imparts education but also counsels and monitors for building up of morally upright and innovative students.
- To be a centre of excellence through the process of self – evaluation and continual renewal in all our endeavours, namely learning, teaching and research.
- To promote gender equality in day to day life at campus and help facilitate Women empowerment.
- To inculcate moral values in students and make them academically qualified, morally upright and socially responsible.

- Industry interface has a special place in the curriculum and the institution constantly tries to address the demand for better institutional collaborations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS

1. The college offers an effective student-centric teaching-learning environment with a strong emphasis on timely curriculum delivery byfollowing the academic calendars. It emphasizes dialogical learning, continuous evaluation, mentoring, and a consistent feedback system.The college consistently achieves high pass rates (more than 88%). It has a track record of producing university-level toppers in Hindi and Economics, thus showcasing its commitment to nurturing top talent.

2. The college has a cadre of experienced and well-qualified faculty members recruited by the UPPSC through a multi-stage exam. Of the total regular faculty, more than 80%hold Ph.D. degrees and are actively engaged in research and scholarship. Moreover, they offer comprehensive student support services, including academic advising,mentoring, and tutoring.

3. Th college has a dedicated Abhyuday Centre which is the State Government 's free coaching school for the preparation of Civil Services Examination. The centre is open for the students of the College and the candidates from the adjoining areas as well.

4. The college is committed to fostering deep connection with the cultural heritage of Lucknow and the state of Uttar Pradesh. The cultural events, such as cultural festivals, folk music, and dance performances (Kathak) serve as a platform for students to not only appreciate but actively participate in the preservation and promotion of the region's cultural heritage. The Department of History organizes historical tours, *Bait Baazi*, *KissaGoi*, *Mushaira*, and expert talks on Lucknow cuisine and historical monuments and figures like Begum Hazrat Mahal. The teachers published a book titled *Lucknow Imprints* discussing the legacy of the region's vibrant heritage.

5. The college's active involvement with local community through social initiatives and outreach programs, such as SVEEP, awareness campaigns, and plantation drives,fulfills a civic responsibility and showcases the institution's values and ethics.

6. The college is committed to environmental sustainability and has implemented eco-friendly practices, including waste recycling, energy conservation, and green campus initiatives.

7. Gender-sensitive education is at the heart of the college. The Internal Complaints Committee, Women Empowerment Cell, and Gender Equality Cellsupport all students and create a safe and enabling space for women empowerment. The college has policies like subsidised fees for girl students to promote women's education.

Institutional Weakness

WEAKNESSES

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1. Maintaining financial stability and securing resources for ongoing improvements poses challenges, especially in the face of budget constraints.There is a deficiency in the financial resources required to expand the offering of additional courses and other educational endeavors at the college.
2. Limited infrastructure and classroom space hinder the college's ability to accommodate a growing student population and offer advanced facilities for teaching and research.
3. The college currently does not have sanctioned posts for Class IV employees, who play a crucial role in maintaining the institution'scleanliness, security, and day-to-day administrative operations.
4. Due to limited financial resources, the college does not have any housing options for either staff or students.
5. The college is in immediate need of approval for additional faculty positions to fulfill its academic vision.
6. The college lacks the capacity to directly admit Ph.D. scholars, which limits its research potential.
7. Maharaja Bijli Pasi Government P.G. College being a constituent college of the University of Lucknow cannot actively contribute towards the designing of the syllabus.

Institutional Opportunity

OPPORTUNITIES

1. In response to the challenges posed by the pandemic, the college has expedited the shift towards digitalization and the adoption of innovative and blended learning methods, ensuring equitable access to resources for all students.
2. Students can take advantage of on-campus recruitment drives or steer their career paths through guidance from the Placement Cell and the career counseling sessions organized in the college. Moreover, the college will continue to strengthen its Placement Cell by increasing the number of career counseling programs and refining placement strategies to enhance students' employability.
3. The college will continue its focus on providing skill-enhancement courses and additional certificate courses to ensure capacity building.
4. There is significant potential to strengthen waste management initiatives, anti-litter campaigns, recycling and composting units, renewable solar energy, and water recycling efforts. This also presents an opportunity to engage in community outreach and promote awareness for a sustainable future.
5. The faculty members find multiple avenues to advance their academic prowess and enhance their professional credentials. They have the opportunity to participate in selection committees, examination boards, and various significant academic or administrative roles. A majority of teachers are engaged in tasks related to question paper preparation, moderation, and assessment.
6. College faculty members have the privilege of applying for various research projects funded by prominent agencies like UGC, CSIR, DBT, and DST, among others. They are also eligible for esteemed national and international fellowships.
7. The college offers a platform for faculty and students to publish their works through outlets like the college magazine*Vidha* and departmental journals like *Splashes* and *Chronicle*.
8. The college offers its staff and students a chance to contribute to society by implementing government initiatives and policies as they arise.

9. A registered Alumnae Association can provide a strong platform for the ex students to connect with their alma mater and contribute positively towards the College's development.

10. A Research Centre in the college will go a long way towards promoting a spirit of Inquiry and research among the students.

11. The college is committed to ensure the procurement of funds for e-resources for the purpose of enriching the college library.

Institutional Challenge

CHALLENGES

1. The institution encounters obstacles in comprehensively documenting student progression due to insufficient supporting evidence. To address this issue, the collegeintends to develop a robust tech-based solution after consultations with its alumni.
2. In order to align with the objectives outlined in the National Education Policy of 2020 (NEP-2020), there is a need to enhance the infrastructure within the campus. This improvement is essential for introducing new courses and programs. Consequently, securing adequate funding becomes imperative to achieve this objective.
3. The nation's higher education system is currently experiencing a remarkable evolution. To remain in step with this rapid change, there is a pressing need for substantial infrastructure development.
4. Attracting and retaining a diverse and talented student body can be challenging, especially in the face of increasing competition among educational institutions and a general decline due to growing student disillusionment.
5. Given that a significant portion of the student body hails from rural areas and lower socio-economic backgrounds, using English as the primary medium of instruction presents considerable difficulties for them.
6. To enhance research infrastructure in departments and introduce new postgraduate programs in departments that do not currently offer them.
7. Despite its prime location, the absence of nearby industrial and corporate establishments presents challenges in establishing connections, fostering engagement, and providing placement opportunities for students.

8. The Institution faces the challenge of maintaining Digital laboratories for access by students.

9. It is a challenge to organise long term internships for the student body by Companies in the College campus.

10. Lack of technical knowledge among students needs to be addressed.

11. Procuring of funds is a challenge.

12. The affiliating university of Lucknow has adopted the NEP-2020 syllabus guidelines, however, government rhetoric and policy does not automatically come with extra funding for such initiatives, that along with the availability and subject expertise of the teachers acts as an hindrance to proceed further in this direction.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Maharaja Bijli Pasi Government P.G. College, affiliated with the University of Lucknow, maintains a synchronized educational approach aligned with the university's framework and standards. Semester planning begins well in advance, with academic calendars and timetables completed in collaboration with each department. Faculty members create modular teaching plans and undergo regular academic audits to enhance pedagogy quality. A robust mentoring program ensures students' well-being, while webinars, workshops, and interactions with professionals keep them informed.

Continuous evaluation and experiential learning are emphasized through practical work, tests, discussions, and field trips. Blended teaching methods combining traditional and I.T. tools enhance the learning process. Feedback from stakeholders drive a culture of improvement.

Feedback from stakeholders, including students, faculty, and alumni, regarding the program or course remains a valuable source of information for enhancing the curriculum's content and delivery. This feedback undergoes analysis and deliberation at various levels, including the faculty members and the IQAC. The feedback outcomes are published on the college's website to ensure transparency and active resolution. The identified concerns are scrutinized and conveyed to the relevant college departments.

The college is deeply committed to providing its students with a holistic education encompassing academic and extracurricular dimensions. The college adheres to guidelines aimed at strengthening values such as professional ethics, gender equality, human values, environmental consciousness, and sustainability, recognizing the importance of these values in nurturing responsible citizens.

In extracurricular sphere, the NSS program plays a significant role in promoting selfless service, social awareness, cultural richness, and messages of peace and harmony. It extends its impact beyond the college, organizing awareness campaigns and activities in nearby villages.

The institution is dedicated to gender equality, with Women Empowerment Cell and Gender Equality Cells fostering dialogue and education on gender issues. Co-curricular activities under Mission Shakti sensitize students to gender parity, women's health, legal awareness, and women's rights.

The Environment Committee and Activity Club actively engage in plantation drives, and students pledge to maintain a clean campus and surroundings. The college's academic and extracurricular activities complement each other, reinforcing its commitment to these critical values and providing students with a well-rounded

education.

Teaching-learning and Evaluation

Teaching-learning And Evaluation

Maharaja Bijli Pasi Government P.G. College is dedicated to offering high-quality, inclusive, and multidisciplinary education to a varied student body. Our approach to teaching and learning is targeted and outcome-oriented to equip students for future endeavours. Additionally, we have consistently maintained a high percentage of full-time teachers against sanctioned posts over the last five yearsat around 95%, and more than 80% have Ph.D. degrees.

The college, with a student-centric focus, implements teaching methods like experiential learning, where students engage in hands-on experiences such as laboratory work, internships, field exercises, and research, resulting in a high enrolment percentage of over 70%.

The college leverages ICT tools effectively to facilitate learning. Furthermore, distributing tablets and mobile phones to final-year students in December 2021 enhanced digital learning opportunities. Departments like History, English, Economics, Mathematics, and Physical Education developing YouTube channels to support education.

The college employs a transparent internal assessment system with clearly defined criteria communicated in advance. To facilitate self-evaluation, an internal assessment system, including various modes like assignments, viva, tests, attendance, and class performance, is in place, offering students ample chances to enhance their academic performance.

The college follows the program and course outcomes defined by the University of Lucknow in its syllabus. These outcomes are effectively communicated through a comprehensive system that includes the website, prospectus, orientation programs, and more, contributing to our consistently high pass percentage among students (more than 80%).

The college offers various subjects to enhance students' analytical abilities and ethical and social responsibility. It follows the Choice Based Credit System (CBCS) for postgraduate courses in Economics, English, Geography, Hindi, and Sociology, allowing students to select courses based on their interests. In session 2021-22, New Education Policy (NEP) 2020 was implemented for all graduate programs, offering students a range of courses to choose from, including Majors, Minors, and electives.

The college strongly emphasizes the holistic development of our students. It is steadfast in creating a campus atmosphere filled not only with academically enriching activities but also those that encourage engagement in sports like Annual Sports Day and cultural pursuits like *Spandan* and *EBSB Utsav*.

Research, Innovations and Extension

Research, Innovations And Extension

Maharaja Bijli Pasi Government P.G. College, following the integration of Indian knowledge systems into the

syllabus of the University of Lucknow, offers students a comprehensive understanding of their cultural heritage. This approach includes studying Indian literature alongside Western literature, emphasizing the works of Indian writers like Rabindranath Tagore and Girish Karnad in English courses. History courses delve into India's rich past, exploring texts from various periods. In environmental studies, Indian ecological knowledge and practices are integrated, promoting sustainability and biodiversity conservation.

The college fosters innovation through interactive sessions, seminars, and guest presentations, enabling both teachers and students to explore research. The number of research papers published per teacher in the Journals notified on the UGC care list during the last five years stands at 5.91 for the college. The college offers awareness sessions on topics like IPR and conducts workshops on research methodology. These initiatives collectively enrich students' educational experiences and prepare them for a diverse, globalized world.

Over the past five years, Maharaja Bijli Pasi Government P.G. College has conducted extension activities that have significantly impacted both the local community and students'holistic development. Notable outcomes include initiatives like the 'Kavach' program, which educated students about girl child safety and helpline numbers. Additionally, rallies on nutrition awareness and anti-tobacco campaigns promoted health-related social awareness. Blood donation camps and visits to the Leprosy Ashram fostered a sense of social responsibility, while COVID-19 awareness activities and road safety initiatives contributed to community well-being and environmental responsibility. The institution has conducted more than 50 extension and outreach programs through organized forums, including NSS/NCC, with the involvement of the community during the last five years.

The faculty members have received certificates of appreciation from the Department of Higher Education, Government of Uttar Pradesh, for their contributions to restructuring the undergraduate syllabus as per the provisions of the National Education Policy 2020.

The college has actively pursued partnerships through Memorandums of Understanding (MoUs) and connections with a range of institutions and industries to facilitate internships and on-the-job training during the past five years.

Infrastructure and Learning Resources

Infrastructure And Learning Resources

During the last five years, thecollege has spent over 85% of its total expenditure (excluding salary)on infrastructure development and augmentation. The campus boasts a large sports field and an outdoor basketball court, surrounded by lush greenery. In terms of academic infrastructure, the college features smart classrooms equipped with audio-visual tools, facilitating lectures, seminars, and conferences. Six laboratories support scientific research. The library grants access to books, journals, and online resources, with a new reading room.

Additionally, the college provides a well-equipped computer lab and plans for a gymnasium. A modern auditorium seats 500 and facilitates various events, illuminated by advanced ICT infrastructure.

The library at Maharaja Bijli Pasi Government P.G. College is a well-established, semi-automated facility with ample space and air-conditioning. Nestled amidst lush green lawns, it offers Wi-Fi connectivity, RFID technology, and CCTV surveillance. Recently, RFID technology was adopted for library housekeeping and security, enhancing book tracking, circulation, and inventory management. With over 6,500 books, newspapers,

and magazines, the library caters to academic needs across various fields, including sciences, arts, and commerce. It also provides open access to online journals. Additionally, the library partially automated its operations through Softgranth 1.0 software in October 2021 and was part of INFLIBNET (N-List) from April 2021 to March 2022.

Maharaja Bijli Pasi Government P.G. College has prioritized technology in education, offering seamless online connectivity for faculty and students. The college boasts Wi-Fi across the campus, supported by UPS and generators to ensure uninterrupted power supply for administrative tasks and academic activities. With a student-computer ratio of over 35, the college has over 40 desktop computers with internet access distributed in various college areas.Projectors aid in enhancing critical thinking and concept clarity and are available in smart classrooms and the auditorium. These smart classrooms feature multimedia projectors, digital podiums, and interactive boards. The college's commitment to research is evident with access to e-resources in the library and computer labs, fostering a research-oriented environment. A recent upgrade to 100 Mbps Wi-Fi speed further enhances virtual meetings, and the college continually updates its technical facilities to stay abreast of technological advancements.

Student Support and Progression

Student Support And Progression

Maharaja Bijli Pasi Government P.G. College is firmly committed to supporting and advancing its students' growth and development. Over the last five years, around 40 % of students have benefited from scholarships and freeships, a testament to the institution's dedication to financial assistance. Moreover, capacity development and skills enhancement activities are integral to the college's approach. These activities include soft skills, language and communication skills, life skills encompassing yoga and physical fitness, and ICT/computing skills. This focus empowers students with a well-rounded skill set essential for success in both academic pursuits and their future careers.

In terms of guidance, 21% of students have received support for competitive examinations and career counseling, demonstrating the institution's commitment to holistic student development. The college also prioritizes the well-being of its students by implementing robust mechanisms for redressing grievances, including cases of sexual harassment and ragging. This includes adherence to statutory/regulatory guidelines, widespread awareness campaigns, and efficient mechanisms for students to submit grievances, resulting in timely redressal through appropriate committees.

Maharaja Bijli Pasi Government P.G.College's efforts are reflected in the outcomes achieved by its students. Over the last five years, 12% of students have secured placements, while 4.36% have excelled in state/national/international level examinations. The college takes pride in nurturing talent across sports and cultural activities, with 42 awards/medals recognizing outstanding performances at various levels.

The institution actively promotes student participation in sports and cultural programs, with an average of more than 22 events in which students have participated, whether organized by the college or other institutions. These accomplishments underscore the college's dedication to fostering well-rounded individuals who are academically proficient, emotionally resilient, and socially engaged.

The Alumni Association of the college is a vital bridge between the institution and its former students, facilitating networking opportunities and career development support. Additionally, the association aims to

formalize its role in fundraising to support the college's programs. The English Department runs the literary magazine *Splashes*, encouraging contributions from both current and alumni students. At the same time, the Hindi Department maintains connections with alumni for academicguidance in higher education and exam preparation.

Governance, Leadership and Management

Governance, Leadership And Management

Maharaja Bijli Pasi Government P.G. College, established in 2001-02, offers a wide range of undergraduate and postgraduate courses. True to its mission and vision, its curriculum and activities focus on holistic development while instilling traditional Indian values. The college prioritizes safety with campus-wide CCTV monitoring and ensures inclusivity with a diverse student body. The NCC and NSS units engage students in community service, and various councils facilitate academic and co-curricular activities.

Maharaja Bijli Pasi Government P.G. College follows a curriculum prescribed by Lucknow University, with academic calendars guiding the course duration and evaluations. Interactive teaching methods are employed, and remedial classes support struggling students. Administrative procedures align with UGC and U.P. Higher Education Department regulations, with a clear hierarchical structure for governance and decision-making. Various committees ensure smooth college operations.

Maharaja Bijli Pasi Government P.G. College evaluates teaching faculty through various methods, including API scores and annual performance appraisals (ACR). Student feedback is considered a valuable assessment tool. Non-teaching staff is acknowledged during the annual function *Spandan*. Welfare schemes benefit all staff members, including pension plans (UP Govt. National Pension Scheme and NPS), gratuity, earned leave encashment, group insurance, maternity and childcare leave, medical leave, casual leaves, and house rent allowances. Faculty members retiring mid-session receive an extension period of service.

The college operates under the full funding of the Department of Higher Education, U.P. Govt., with budget allocation based on college proposals. Additional grants are requested as needed. The college efficiently utilizes these funds for seminars, workshops, infrastructure development, and academic enhancement. An external auditor from the A.G. Office, Prayagraj, audits college accounts according to government regulations. Physical verification of assets, lab equipment scrutiny, and maintenance proposals are part of the process, with the principal overseeing fund utilization.

The IQAC has played a substantial role in institutionalizing quality assurance strategies and procedures. It regularly assesses the teaching-learning process, operational structures, methodologies, and learning outcomes. The college emphasizes academic excellence through an academic calendar, council activities, special lectures, ICT classes, and feedback analysis. Additionally, regular IQAC meetings were conducted to assess the progress of NAAC evaluation.

Institutional Values and Best Practices

Institutional Values And Best Practices

Maharaja Bijli Pasi Government P.G. College actively promotes gender equity through various initiatives and

events. It focuses on increasing female participation in higher education reserving seats for female students according to government norms.The college has implemented phases of Mission Shakti to empower women, including webinars, lectures, seminars, and counseling sessions on legal awareness, health, and nutrition. Gender equity programs like Kavach, international workshops, and seminars have been conducted to raise awareness and promote women's health and well-being.

The College is committed to inclusivity through affirmative action policies. These policies include reservation quotas to ensure access to higher education for marginalized communities, resulting in a diverse student body. The college fosters social responsibility through NCC/NSS units, engaging students in community service like cleanliness campaigns and anti-tobacco initiatives. Cultural diversity is celebrated through the EBSB club, offering insights into India's rich heritage.

As part of its best practices, the college introduced comprehensive feedback forms in the 2021-22 academic session, aiming to enhance the academic and administrative aspects of the institution. These forms, designed by the NAAC committee, involve key stakeholders—students, faculty, alumni, and parents—in discussions about facilities, environment, pedagogy, and behavior. The extensive feedback covers curriculum, teaching methods, extracurriculars, infrastructure, and administration.

The college is committed to fostering a deep connection with the cultural heritage of Lucknow and the state of Uttar Pradesh. The cultural events, such as cultural festivals, folk music, and dance performances (Kathak) serve as a platform for students to not only appreciate but actively participate in the preservation and promotion of the region's cultural heritage. The Department of History organizes historical tours, *Bait Baazi*, *KissaGoi*, *Mushaira*, and expert talks on Lucknow cuisine and historical monuments and figures like Begum Hazrat Mahal. The teachers published a book titled *Lucknow Imprints* discussing the legacy of the region's vibrant heritage.

The Green Audit records the flora of the college and evaluates and enhances eco-friendly practices within the campus. Beyond the campus, it engages in various environmental promotion activities to extend its commitment to sustainability to the surrounding community, fostering a greener and more environmentally-conscious society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARAJA BIJLI PASI GOVERNMENT P.G. COLLEGE, ASHIANA, LUCKNOW
Address	SECTOR -M, ASHIANA,LUCKNOW
City	Lucknow
State	Uttar pradesh
Pin	226012
Website	www.mbpgpgc.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	SUMAN GUPTA	0522-9415514821	9415514821	-	drsumangupta911@gmail.com
IQAC / CIQA coordinator	SARITA SINGH	-	8707379992	-	gervasse@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	University of Lucknow	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-01-2006	View Document
12B of UGC	08-07-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	SECTOR -M, ASHIANA,LUCKNOW	Semi-urban	5.6	12490.87

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,	36	Intermediate	English,Hindi	60	60
UG	BA,English Hindi Sociology Geography Economics Home Science Sanskrit History Psychology Physical Edu,	36	Intermediate	English,Hindi	600	459
UG	BSc,Mathematics Zoology Botany Chemistry Physics,	36	Intermediate	English,Hindi	120	97
PG	MSc,Botany,	24	Graduation	English,Hindi	30	19
PG	MA,English,	24	Graduation	English	60	16
PG	MA,Sociology,	24	Graduation	English,Hindi	60	45
PG	MA,Hindi,	24	Graduation	English,Hindi	60	34
PG	MA,Economics,	24	Graduation	English,Hindi	60	19
PG	MA,Geography,	24	Graduation	English,Hindi	60	40
Doctoral (Ph.D)	PhD or DPhil,Commerce,	36	Post Graduation	English,Hindi	4	4
Doctoral (Ph.D)	PhD or DPhil,Botany,	36	Post Graduation	English,Hindi	4	0
Doctoral	PhD or	36	Post	English	6	4

(Ph.D)	DPhil,English,		Graduation			
Doctoral (Ph.D)	PhD or DPhil ,Sociology,	36	Post Graduation	English,Hindi	12	11
Doctoral (Ph.D)	PhD or DPhil,Hindi,	36	Post Graduation	English,Hindi	12	5
Doctoral (Ph.D)	PhD or DPhil ,Economics,	36	Post Graduation	English,Hindi	4	3
Doctoral (Ph.D)	PhD or DPhil ,Geography,	36	Post Graduation	English,Hindi	6	3
Doctoral (Ph.D)	PhD or DPhil,Home Science,	36	Post Graduation	English,Hindi	2	2
Doctoral (Ph.D)	PhD or DPhil ,Physical Education,	36	Post Graduation	English,Hindi	2	2
Doctoral (Ph.D)	PhD or DPhil,History,	36	Post Graduation	English,Hindi	2	2

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				6				21			
Recruited	1	1	0	2	1	5	0	6	10	11	0	21
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	2	4	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	4	0	7	11	0	24
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	2	1	0	0	4	0	10	11	0	28
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	523	0	0	0	523
	Female	708	0	0	0	708
	Others	0	0	0	0	0
PG	Male	86	0	0	0	86
	Female	291	0	0	0	291
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	93	87	106	115
	Female	193	205	178	213
	Others	0	0	0	0
ST	Male	1	1	4	4
	Female	2	6	1	10
	Others	0	0	0	0
OBC	Male	165	165	173	191
	Female	411	329	287	347
	Others	0	0	0	0
General	Male	84	1	110	115
	Female	237	321	223	181
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1186	1115	1082	1176

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Under the CBCS system, Maharaja Bijli Pasi Government P.G. College offers a range of multidisciplinary and interdisciplinary courses across different departments and programs. These courses provide students with unique opportunities to explore complex issues and develop innovative approaches to problem-solving. These courses aim to provide students with a comprehensive and integrated understanding of various topics and issues and equip them with the skills and knowledge needed to tackle complex real-world problems. Compulsory paper Rashtriya Gaurav combines knowledge and methodologies from multiple disciplines to address complex issues. The paper draws on knowledge from

	history, polity, geography, sociology, etc., to explore the complex interrelationships between the individual and the nation. Interdisciplinary courses go a step further by creating new knowledge and methods that transcend traditional disciplinary boundaries. For example, the M.A. course in Sociology and English entails studying a paper titled Prayojan Mulak Hindi in the final year.
2. Academic bank of credits (ABC):	Maharaja Bijli Pasi Government P.G. College is affiliated to Lucknow University. The university has implemented an Academic Bank of Credits (ABC) system that allows students to accumulate credits for the courses they take during their undergraduate or postgraduate programs. The ABC system is based on the Choice Based Credit System (CBCS), which is a flexible system that allows students to choose their courses based on their interests and career goals. Under the ABC system, students can earn and accumulate credits for the courses they complete, which can be transferred and used towards other programs or courses. For example, if a student completes a course in the first year of their undergraduate program and earns four credits for that course, those credits can be used towards their degree program or transferred to another program in the future. The ABC system also allows students to take courses from different disciplines and earn credits for those courses. This encourages students to pursue a multidisciplinary approach to their education and broaden their knowledge and skills. The Academic Bank of Credits system at Lucknow University is aimed at promoting academic flexibility and providing students with greater control over their education. It also provides a platform for lifelong learning and encourages students to continue their education beyond their degree programs.
3. Skill development:	Maharaja Bijli Pasi Government P.G. College, affiliated to Lucknow University, has courses that focus on skill development in addition to academic learning. These courses are designed to help students acquire practical skills necessary for their professional careers. Here are some examples of the skill development programs at the college: Internship Programs: The P.G. courses have a dedicated credit-based internship course with the goal of providing students with hands-on experience and helping them develop practical skills in their respective fields. Soft

	Skills Development Classes: These classes aim to develop students' communication, interpersonal, and leadership skills. It includes workshops, training sessions, and activities that help students develop these skills. Career Counselling Committee (Rozgar Paramarsh Samiti): The committee provides students with guidance and support for career planning and skill development. It organizes workshops, training sessions, and career fairs (Rozgar Melas) to help students develop their skills and find suitable career opportunities. Skill Enhancement Courses: The College offers Skill Enhancement Courses in areas such as Communication Skills, Personality Development, Fashion Designing and Financial Literacy. These courses are designed to help students develop important skills necessary for success in any career.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integrating Indian knowledge systems into the syllabus of Lucknow followed at Maharaja Bijli Pasi Government P.G. College, can provide students with a broader perspective and a deeper understanding of their cultural heritage. Here are some ways in which Indian knowledge systems have been appropriately integrated into the syllabus: 1. English: Indian knowledge systems have been integrated into the syllabus in a way that is relevant to the course or program. For example, in courses on literature, Indian literature is studied alongside western literature to provide a comparative perspective. Separate papers have been introduced with only deal with Indian writers from Bengali literature to Marathi to Tamil. It includes works such as the works of Rabindranath Tagore, Raja Rao, and Girish Karnad. 2. History: The study of Indian history have been integrated into the syllabus of history courses, providing students with a deeper understanding of their cultural heritage. Courses on ancient and medieval India include a study of several Indian texts. 3. Indian ecological knowledge and practices have been integrated into the syllabus of environmental studies in the courses of geography, botany, zoology, etc. These courses on environmental management include a study of traditional Indian practices such as conservation of biodiversity, community based natural resource management, and sustainable agriculture. Indian knowledge systems have been effectively integrated into the syllabus through an interdisciplinary

	approach. For example, the P.G. students of Departments of English and Sociology have to study a paper from the Department of Hindi titled Prayojan Mulak Hindi. The integration of Indian knowledge systems into the syllabus provides students with a holistic and culturally rich educational experience. It helps students to develop a deeper understanding of their cultural heritage and prepare them for a diverse and globalized world.
5. Focus on Outcome based education (OBE):	Lucknow University has been focusing on Outcome-Based Education (OBE) in recent years. OBE is a learner-centric approach that aims to align educational outcomes with the needs of society and the industry. It emphasizes the development of skills, knowledge, and competencies that are relevant to the students' career aspirations and personal growth. Here are some ways in which Maharaja Bijli Pasi Government P.G. College has been focusing on OBE: 1. Curriculum Development: The college faculty members have been a part of Curriculum Development Committees, set up U.P. government, in their respective subjects. The curriculum is revised periodically to ensure that it aligns with the requirements of the industry and the society. The curriculum is designed to provide students with the knowledge and skills necessary to excel in their chosen field of study. 2. Learning Outcomes: The college is following National Education Policy 2020 and Lucknow University syllabus in developing learning outcomes that are measurable, achievable, and aligned with the needs of the industry and the society. These learning outcomes are regularly reviewed and updated to ensure that they remain relevant. 3. Teaching and Learning: Faculty members have been trained in OBE pedagogy and are encouraged to use a variety of teaching methods, such as problem-based learning and ICT-enabled teaching, to help students achieve the learning outcomes. The college has also implemented an active learning approach to teaching, where students are encouraged to take an active role in their own learning, by emphasising on research-based education, which is an important component of NEP 2020. 4. Assessment: The college uses a variety of assessment methods to measure students' achievement of the learning outcomes. These assessment methods include tests, projects,

	presentations, and internships. The college has also been using rubrics to provide feedback to students on their performance. 5. Feedback Mechanisms: The college has been using feedback mechanisms to gather feedback from students and alumni on the effectiveness of the curriculum and the learning outcomes. This feedback is used to continuously improve the curriculum and the learning outcomes. 6. Career Readiness: The college has implemented various initiatives to prepare students for their careers, such as offering career counselling and placement services. The focus of Maharaja Bijli Pasi Government P.G. College on OBE has helped to ensure that students are well-prepared for their future careers and have the skills and knowledge necessary to contribute to society. By aligning educational outcomes with the needs of the industry and the society, the college is ensuring that its graduates are ready to take on the challenges of the future.
6. Distance education/online education:	Maharaja Bijli Pasi Government P.G. College acts as a centre offering distance education to cater to the needs of students who are unable to attend regular classes on campus. Here are some details about the distance education and online education programs offered: 1. Distance Education Programs: The college offers various undergraduate and postgraduate programs through its Rajarshi Tandon Open University and IGNOU centres. The programs offered include Bachelor of Arts (BA), Bachelor of Commerce (BCom), Master of Arts (MA), and Master of Commerce (MCom). The study material is provided to the students through postal mail, and they can attend classes on weekends at the study centres in the college. The college faculty members volunteer to teach at the IGNOU centre. 2. E-Learning Initiatives: The college has also taken various e-learning initiatives to enhance the learning experience of the students. The college teachers have developed e-content that is available on U.P. digital portal and the college website. The distance education initiative offered at Maharaja Bijli Pasi Government P.G. College provides an opportunity for students to pursue higher education even if they are unable to attend regular classes on campus. The college's e-learning initiatives further enhance the learning experience and provide students with access to a wide range of courses and resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES, AN ELECTORAL CLUB HAS BEEN SET UP IN THE COLLEGE IN AUGUST 2021 AS AN INITIATIVE OF SVEEP-CAMPAIGN TO INCREASE VOTER REGISTRATION. THE MEMBERS OF THE CLUB ARE-DR SARITA SINGH, DR MADHUMITA GUPTA AND EIGHT STUDENTS OF THE COLLEGE. MUSKAN KASHYAP AND SHUBAHM YADAVOF B.COM SECOND YEAR HAVE BEEN NOMINATED AS SVEEP CAMPUS AMBASSADOR.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Two students-MUSKAN KASHYAP AND SHUBHAM YADAV OF B.COM SECOND YEAR- are appointed campus ambassadors in order to promote new voter registration and other voter Awareness programmes. E.L.C. is functional and active and performs all the tasks given by district administration.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	VOTER REGISTRATION AWARENESS SESSION WAS ORGANISED ON 06 OCT, 2021. OATH CEREMONY FOR FAIR AND PEACEFUL VOTING IN ELECTIONS WAS PERFORMED ON 22 OCT 2021, 06 DEC, 2021. SUCH PLEDGES ARE CONDUCTED THROUGHOUT THE SESSIONS. NUKKAD NATAK PERFORMED BY STUDENTS ON VOTER AWARENESS ON 06 DEC, 2021. ON NATIONAL VOTERS DAY , 25 JAN , 2022, AN ONLINE WEBINAR WITH SVEEP ICON AND AMBASSADOR OF U.P. WAS ORGANISED. THE COLLEGE ELC ENSURES DISTRIBUTION OF VOTER REGISTRATION FORMS TO THE NEEDY STUDENTS.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ON 4 MARCH 2022, RALLY TO MAKE WOMEN AND PwD CANDIDIATES AWARE FOR VOTER REGISTRATION WAS ORGANISED. SIGNATURE CAMPAIGN FOR ETHICAL AND INFORMED VOTING WAS ORGANISED ON 25 MARCH 2022
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to	AS THE NEW SESSION HAS STARTED, MOST OF THE STUDENTS OF THE FIRST YEAR NEED TO BE REGISTERED ON THE VOTER SERVICE

institutionalize mechanisms to register eligible students as voters.	PORTAL. ABOUT 48% OF THE STUDENTS HAVE TO APPLY FOR THE VOTER REGISTRATION. THE BOOTH LEVEL OFFICERS OPERATE FROM THE COLLEGE CAMPUS PRIOR TO ELECTIONS THAT FACILITATES STUDENTS REGISTRATION IN AN EASY MANNER.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1523	1176	1082	1115	1186

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 38

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	24	24	25

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
70.745	19.53	260.67859	25.59	26.805

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Maharaja Bijli Pasi Government P.G. College, affiliated to the University of Lucknow, follows a harmonized pedagogical approach in keeping with the framework, syllabus, timelines, academic calendar, and internal evaluation standards established by the University of Lucknow.

Planning for each semester begins in the previous semester. The college's academic calendar and the timetables of its faculty and students are completed well before the beginning of each semester. The timetables are created in collaboration with each department by the Timetable Committee. Students are briefed about the timetables during orientation programs and can access them online at the college website. Before the semester begins, the faculty creates modular teaching plans and submits them to the IQAC. Before the semester begins, the faculty frames teaching plans and presents them to the IQAC in soft copies. The University of Lucknow conducts academic audits in the college to motivate the departments to evaluate the quality of their pedagogy.

Teachers prepare their academic calendars, which systematically amplify the teachers' productivity. Teachers take Remedial/Tutorial classes to ensure syllabus completion and revision, thereby helping students understand the subject well. The teachers and departments maintain hard copies of the academic calendars, feedback forms, and attendance registers mentioning Remedial/Tutorial classes, internal assessment marks, timetables, and details of ICT classes.

A robust mentoring program exists at the college, where every student has a teacher assigned to them as a mentor, and mentees are encouraged to interact with their mentors to enable discussions on physical and mental well-being. As and when required, students are divided into small tutorial groups to extend learning outside of the classroom and cater to individualized learning speed. Webinars, workshops, seminars, and interactions with professionals are organized to keep the students updated on recent advancements.

The college faculty regularly attends workshops and FDPs to keep abreast with the latest pedagogy techniques and enhance domain knowledge. Teachers from the college actively contribute to curriculum reviews, assessments, and evaluations, as well as review meetings at the university level.

The college is proud of its state-of-the-art infrastructure, which provides access to reliable information technology services. To offer lectures, the teachers make use of modern technologies. The library resources include a broad collection of international and national books, and other materials to support smooth research and efficient instruction. Students are supported by the active Placement Cell during their internships and final placements. It works closely with employers and students to find placements.

The college promotes a culture of continuous evaluation to spot problem areas and take prompt corrective action. The systematic pace of experiential learning is aided by continuous assessment through practical work, class tests, discussions, PPTs, and field trips.

Blended teaching-learning pedagogy that combines the chalk-and-talk method with IT-enabled tools like electronic presentations and online resources has enhanced the teaching-learning process.

The college collects feedback from various stakeholders, and departments periodically evaluate their own performance based on the feedback.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 29

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 45.63

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1523	1107	145	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

As reflected in its vision and mission, Maharaja Bijli Pasi Government P.G. College is devoted to giving its students a holistic education via academic and extracurricular endeavors. The college strictly abides by the guidelines created to strengthen the values of professional ethics, gender, human values, the environment, and sustainability. Every department supports a holistic teaching-learning environment and acknowledges the significance of these values in their programs and courses. The college recognizes that developing an ecosystem based on morality and responsible citizens depends on gender sensitization and ethical education.

On the academic front, many departments provide a number of papers relevant to the aforementioned topics as discipline-specific electives and core courses. For instance, at the P.G. level in English and Hindi, there are papers that incorporate pertinent issues like Gender, Women's Studies, Human Values and Marginality. Similarly, the issues of Environment and Sustainability and Professional Ethics have been included in the curriculum of Sociology, Geography, Botany, Zoology, Commerce, and Economics. For the purpose of raising student awareness and sensitization, the college regularly hosts several workshops, seminars, and webinars.

On the extracurricular front, the institution supports and encourages a wide range of student-led organizations that take part in initiatives that uphold the noble principles described above. The NSS program has made noteworthy contributions to advancing the idea of *niswarth sewa*, fostering social awareness, inspiring and instilling confidence in students, exposing students to the richness of our culture and tradition, and promoting the message of peace and harmony. The NSS unit of our college has been very proactive in conducting different extension activities not only on college premises but also in the nearby village areas. Awareness campaigns like health and hygiene awareness programs, medical check-up camps, AIDS awareness programs, voter awareness programs, road safety campaigns, etc., have been regularly organized in the college.

Gender Equality: Women Empowerment Cell and Equality Cell are committed to educating students about gender issues and promoting dialogues that promote gender equity. Many co-curricular activities under Mission Shakti were organized that endeavored to sensitize the students about gender parity, women's health-physical, mental, and psychological, legal awareness of women and girl-child rights, women help-line numbers, self-defense training sessions, inspirational talks with role models, etc.

The Environment Committee/Activity Club frequently organizes plantation drives. The college students pledge to maintain a clean campus and surrounding area.

The college's academic and extracurricular activities support and enhance one another and reaffirm our dedication to the aforementioned topics.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 13.85

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 211

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 68.69

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
778	491	442	467	439

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1110	690	690	660	660

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 71.86

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
470	263	230	204	202

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
555	345	345	330	330

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 52.52

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

STUDENT CENTRIC METHODS OF TEACHING: 1) Experiential learning: is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, field exercises, academic research and stage performances. 2) Participative learning approach is a form of reflective learning approach which is learner centred teaching method. This method stresses the subjectivity of learners and the self construction of knowledge. Different departments arrange programs for learners to participate in different activities to help them improve their learning skills.Workshops, induction programs, E-classroom sessions, seminars, study tours are some of the activities organised by the college throughout the academic year to boost students' participation. College gives emphasis on activities like projects, group discussions, workshops, training programs, Quiz Competition,etc. Blended learning and model-making methods are introduced for selected topics to enhance participative learning. Teachers are encouraged to enroll for Online training programmes and faculty development Courses. This includes online lectures, demonstrations and interactions and projectwork involving latest technologies and software. A Digital library is established by the Government of Uttar Pradesh in which college teachers have contributed econtents.Different departments also organised educational tours for enhancing learning experience of students.

ICT (Information and Communication Technology) enabled tools can be highly effective in facilitating the teaching-learning process at Maharaja Bijli Pasi Government P.G. College. Here are some ways that teachers use ICT tools for effective teaching in the college:

1. Online lectures and presentations: Teachers use platforms like Zoom or Google Meet to deliver lectures online. They also use tools like Microsoft Power Point or Prezito to create engaging presentations to share with students. 2. Multimedia resources: Teachers use multimedia resources like videos, podcasts, and interactive simulations to enhance the learning experience. These resources help students to visualize complex concepts and engage with the material in new ways. 3. Online assessments: Teachers use online assessment tools to create quizzes, tests, and assessments.These tools also provide instant feedback to students, which helps them to identify areas where they need to improve. Personal laptops and subject WhatsApp groups are also used forthedigital dissemination of knowledge. Departments of History, English, Economics, Mathematics and Physical education have developed their YouTube channels as well. 4. Tablet and mobile phone distribution to the final year students of UG and PG by the government of Uttar Pradesh in December 2021.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 94.24

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	27	27	27

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 81.68

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	20	20	21

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

A transparent and robust internal assessment mechanism comprises the following elements:

1. Clearly defined assessment criteria: The assessment criteria is clearly defined and communicated to students before hand so that they are aware of what they will be assessed on. Following university guidelines, the college fixes internal examination dates and all departments are supposed to conduct the examinations on the said dates. 2. Frequent assessment: Frequent assessment is conducted to ensure that students are consistently progressing and receiving feedback on their performance. 3. Multiple modes of assessment: Multiple modes of assessment are used, such as written assignments, viva, tests, attendance and class performance, to provide a comprehensive evaluation of students' skills and knowledge. For P.G. students, there is an additional written internal examination. 4. For UG courses teachers assign project topics at least a month before the dates of tentative semester examinations. The files are collected, viva voce is conducted and the marks are uploaded on the examination portal (lkouniexam.in) of the University of Lucknow and hard copies of these marks are sent to the respective departments. 5. The students are given ample time to submit their projects. All departments maintain lists of awarded marks and project file topics.

Maharaja Bijli Pasi Government P.G. College has a grievance redressal mechanism to address any complaints or grievances related to internal examinations. The college has a dedicated examination committee that handles grievances related to internal examinations. Students can raise their grievances through a formal complaint procedure and submit them to the examination committee. The complaint should be specific and should be submitted within a specified time frame. Once a complaint is received, the committee investigates the matter and takes appropriate action based on the findings. Corrective measures as deemed necessary are taken. For UG courses teachers assign project topics at least a month before the dates of tentative semester examination The files are collected, viva voce is conducted and the marks are uploaded on the examination portal of the University of Lucknow. The students are given ample time to submit their projects. The college has also been communicating to the University of Lucknow to provide the gazette of the results of the past academic sessionsas well as of the current, so that a cumulative and accurate result data can be prepared.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The program and course outcomes of all the subjects have been defined by the affiliating University of Lucknow in its syllabus. The same is followed by the teachers of our college while preparing their academic calendars. The program and course outcomes are displayed on the college website for both the teachers and the students. The following mechanism is followed by the department to communicate the learning outcomes to the teachers and students. Soft Copy of the syllabi and Learning Outcomes are available in the departments for ready reference by the teachers and students . Soft Copy of Curriculum/syllabi and Learning Outcomes of Programme and Courses are also uploaded on the website of the college for reference. The students are also made aware of the same during the introductory classes by the Department. The same is also shared on WhatsApp groups ever since the Covid 19 lockdowns. · At the beginning of a course along with the syllabus, students are made aware of the outcome of the course by the respective course teachers.

Subjects And Related Programme Overview : The subjects offered at Maharaja Bijli Pasi Government P.G. College, Lucknow, deal with studying and applying the syllabus (designed by the University of Lucknow) and general decision-making. Exposure to different subjects builds the analytical capacity of the students. The College aims to produce successful and competent students who are ethically and socially responsible individuals with an interdisciplinary orientation. As a constituent college of Lucknow University, the College has been implementing Choice Based Credit System (CBCS) in the academic curriculum from the session 2020-21 for the postgraduate courses in Economics, English, Geography, Hindi, and Sociology. Students in the CBCS have the opportunity to select courses from the prescribed courses constituting core, general elective, or skill-based. The grading system, which is regarded as superior to the standard marks system, can be used to evaluate the courses. The grading system ensures consistency in evaluating and calculating the student's Cumulative Grade Point Average (CGPA) based on their exam performance, making it possible for the student to transfer between educational establishments. The session 2021-22 saw the implementation New Education Policy (NEP) 2020 for students taking admission to all the graduate programmes. Under NEP 2020, the Choice Based Credit System (CBCS) allows students to select courses from the list of required courses, including Major I, Major II, Minor, and value addition, co-curricular, vocational and elective courses (CC/VC).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The IQAC of the college is functional towards attaining the programme outcomes and course outcomes. The college endeavourstowards the follow-up of the proposed academic calendar and works towards it. All departments prepare the 'academic outcomes and targets achieved document' with respect to the academic calendar proposed by them in the beginning of the session. Under the supervision of the Principal,the college conducts Internal Assessment Examinations and identifies the areas of strength and weaknesses of the students through the results of internal assessment and providing them help through remedial classes. Each department conducts activities like class tests, oral discussions, interactive question-answer sessions, also various programmes are organized like educational excursions,students' seminars, career counselling programmes, etc. Various departmental competitions for adding values to students' learning experiences. College also promotes for creative writing in the form of writing articles, poems, essays for the college Annual Magazine. During the lockdown period also all the activities, teaching, assessment and student counselling were conducted online to achieve the learning outcomes. During every class hour an environment is provided where teacher closely interacts with the students and the student freely expresses his difficulties. Assignments are provided in between the internal and class tests and the performance of the students in them indicates if the student has assimilated knowledge about the subjects that were taught.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 88.48

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
270	343	331	357	327

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
388	394	334	367	357

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.42

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0.4

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.40	00	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Integrating Indian knowledge systems into the syllabus of Lucknow University, followed at Maharaja Bijli Pasi Government P.G. College, can provide students with a broader perspective and a deeper understanding of their cultural heritage. Here are some ways in which Indian knowledge systems have been appropriately integrated into the syllabus:

English: Indian knowledge systems have been integrated into the syllabus in a way that is relevant to the course or program. For example, in courses on literature, Indian literature is studied alongside western literature to provide a comparative perspective. Separate papers have been introduced which only deal with Indian writers from Bengali literature to Marathi to Tamil. It includes works such as the works of Rabindranath Tagore, Raja Rao, and Girish Karnad.

History: The study of Indian history have been integrated into the syllabus of history courses, providing students with a

deeper understanding of their cultural heritage. Courses on medieval and modern Indian history include

a study of several Indian texts.

Indian ecological knowledge and practices: have been integrated into the syllabus of **environmental studies** in the courses of

geography, botany, zoology, etc. These courses on environmental management include a study of traditional Indian practices such as conservation of biodiversity, community-based natural resource management, and sustainable agriculture. **Indian knowledge systems** have been effectively integrated into the syllabus through an interdisciplinary approach. For example, the P.G. students of Departments of English and Sociology have to study a paper from the Department of Hindi titled Prayojan Mulak Hindi. The integration of Indian knowledge systems into the syllabus provides students with a holistic and culturally rich educational experience. It helps students to develop a deeper understanding of their cultural heritage and prepare them for a diverse and globalized world.

The institution organises a number of interactive sessions, seminars, and guest presentations from field experts to promote innovation on campus and assist young minds in understanding the complexities of cutting-edge research and technology and planning future careers in innovation and research. By roping in the NSS, NCC, and Rovers/Rangers, the Institute mobilises and taps talent and knowledge to tackle a variety of societal issues. The college engages in various activities to develop and bolster young brains. The EBSB club of the college aims to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. The states carry out activities to promote a sustained and structured cultural connect in the areas of language learning, culture, traditions & music,tourism & cuisine, sports and sharing of best practices, etc. Our College is paired up with the College of Teacher Education,Shillong ,Meghalaya. The EBSB Club of the college came into existence in the year 2020 under the directives of the Government programme.

An awareness session about IPR was organised by the Department of Botany on 22/09/2023 and a workshop on "Research Methodology and Plagiarism" was organised by the department of Botany on 27 Sept, 2023.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 18

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	4	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.61

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	4	5	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.32

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	1	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The extension activities conducted by Maharaja Bijli Pasi Government PG College over the last five years have had a significant impact on both the neighborhood community and the holistic development of students. These activities have been instrumental in sensitizing students to various social issues. Here are the outcomes:

1. **Girl Child Safety Awareness (27th July 2019):** The visit to government Primary and Upper Primary schools as part of the 'Kavach' program sensitized students to the issue of girl child safety. They learned about good and bad touch and shared important helpline numbers like 100,090,181,1098,181. This experience likely increased awareness and empathy among the students towards the safety of young girls.
2. **Nutrition Awareness Rally (30th September 2020):** The awareness rally in Salehnagar locality highlighted the importance of nutritious food and the harmful effects of fast food and junk food. This event likely contributed to students' understanding of health-related social issues and the importance of a balanced diet.
3. **Blood Donation Camp (19th February 2020):** Organizing a blood donation camp not only benefits the community but also encourages students to participate in altruistic activities. It promotes a sense of social responsibility and personal growth.
4. **Visit to Leprosy Ashram (21st February 2020):** The visit to the Leprosy Ashram reflects the

college's commitment to social inclusivity. Students likely gained a greater understanding of the challenges faced by marginalized individuals and developed empathy.

5. **Anti-Tobacco Campaigns:** Frequent anti-tobacco campaigns and rallies organized by the college can sensitize students and the community to the health hazards associated with tobacco use. It promotes a healthier lifestyle.

6. **Blood Cancer Awareness Workshop (Collaboration with Datri Blood Stem Cell Foundation):** This workshop not only educates students about critical health issues but also encourages them to engage in social causes. It showcases the college's dedication to social responsibility.

7. **Nukkad Natak and COVID-19 Awareness (2020):** The performances and awareness activities during the COVID-19 pandemic were timely and crucial. Students were involved in creating awareness materials, and contributing to the dissemination of vital information about hygiene and safety during a public health crisis.

8. **Aarogya Setu and Ayush Kavach App Adoption:** Encouraging students to download health-related apps and complete COVID-19 training shows the college's commitment to student well-being and preparedness during the pandemic.

9. **World Environment Day Activities (5th June 2020):** Activities related to World Environment Day likely increased students' environmental awareness and their understanding of the importance of sustainable practices.

10. **Road Safety Month Observance (February 2021):** The road safety rally and distribution of paper packets to minimize plastic usage promote community safety and environmental responsibility.

These extension activities have had a positive impact on students' holistic development by sensitizing them to various social issues, fostering empathy, and promoting a sense of social responsibility. These initiatives align well with the college's commitment to community engagement and student development.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

DR. SANOBAR HAIDER A SERIES OF WEBINARS ORGANISED JOINTLY BY AMAR UJALA IN	AMAR UJALA AND UNICEF PROGRAM	AMAR UJALA AND UNICEF JOINT	2021

UNICEF IN AUGUST-SEPTEMBER 2021			
DR. SHWETA MISHRA CERTIFICATE OF APPRECIATION ISSUED BY MS. MONIKA S.GARG, ADDITIONAL CHIEF SECRETARY, DEPT OF HIGHER EDUCATION, GOVT. OF U.P., FOR THE CONTRIBUTION IN RESTRUCTURING THE UG SYLLABUS OF ENGLISH AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	DEPT OF HIGHER EDUCATION, GOVT. OF U.P.	RESTRUCTURING THE UG SYLLABUS OF ENGLISH AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	2021
DR SARITA SINGH CERTIFICATE OF APPRECIATION ISSUED BY MS. MONIKA S.GARG, ADDITIONAL CHIEF SECRETARY, DEPT OF HIGHER EDUCATION, GOVT. OF U.P., FOR THE CONTRIBUTION IN RESTRUCTURING THE UG SYLLABUS OF ENGLISH AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	DEPT OF HIGHER EDUCATION, GOVT. OF U.P.	RESTRUCTURING THE UG SYLLABUS OF ENGLISH AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	2021
DR GUNJAN SHAH CERTIFICATE OF APPRECIATION ISSUED BY MS. MONIKA S.GARG, ADDITIONAL CHIEF SECRETARY, DEPARTMENT OF HIGHER EDUCATION, GOVT. OF U.P., FOR	DEPT OF HIGHER EDUCATION, GOVT. OF U.P.	RESTRUCTURING THE UG SYLLABUS OF PHYSICAL EDUCATION AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	2021

DR SHWETA MISHRA AWARDED ON 5TH SEPTEMBER, 2021. FELICITATION BY THE GOVERNMENT OF UTTAR PRADESH AT THE UNIVERSITY OF LUCKNOW.	DEPT OF HIGHER EDUCATION, GOVT. OF UTTAR PRADESH	RESTRUCTURING THE UG SYLLABUS OF ENGLISH AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	2021	
DR SARITA SINGH AWARDED ON 5TH SEPTEMBER, 2021. FELICITATION BY THE GOVERNMENT OF UTTAR PRADESH AT THE UNIVERSITY OF LUCKNOW.	DEPT OF HIGHER EDUCATION, GOVT. OF UTTAR PRADESH	RESTRUCTURING THE UG SYLLABUS OF ENGLISH AS PER THE PROVISIONS OF NATIONAL EDUCATION POLICY 2020.	2021	
DR SANOBAR HAIDER AWARDED ON 5TH SEPTEMBER, 2021. BY THE GOVERNMENT OF UTTAR PRADESH AT THE UNIVERSITY OF LUCKNOW.	DEPT OF HIGHER EDUCATION, GOVT. OF UTTAR PRADESH	ACADEMIC ACHIEVEMENTS	2021	
DR UMA SINGH AWARDED ON 5TH SEPTEMBER, 2021. BY THE GOVERNMENT OF UTTAR PRADESH AT THE UNIVERSITY OF LUCKNOW.	DEPT OF HIGHER EDUCATION, GOVT. OF UTTAR PRADESH	ACADEMIC CONTRIBUTIONS	2021	
DR GUNJAN SHAHI AWARDED ON 5TH SEPTEMBER, 2021. FELICITATION ON THE OCCASION OF TEACHERS' DAY BY THE GOVERNMENT OF UTTAR PRADESH AT THE UNIVERSITY OF LUCKNOW.	DEPTT OF HIGHER EDUCATION, GOVT. OF UTTAR PRADESH	THE CONTRIBUTION IN RESTRUCTURING THE UG SYLLABUS OF PHYSICAL EDUCATION AS PER THE PROVISIONS OF N.E.P. – 2020.	2021	
WOMEN'S DAY FELICITATION DR SNAOBAR HAIDER	INSPRING FACE OF THE SOCIETY	LUCKNOW UNIVERSITY AND SIMA	2020-21	
CAVACH INITIATIVE OF GIRL CHILD SAFETY DR SARITA	SAMMAN PRAMAN PATRA BALIKA SURAKSHA	District Lucknow Administration	2019	

SINGH	JAAGRUKTA ABHIYAAN KAVACH			
CAVACH INITIATIVE OF GIRL CHILD SAFETY DR MADHUMITA GUPTA	SPECIAL RECOGNITION CAVACH	District Lucknow Administration	2020	
MEMBER NATIONAL ARCHIVES GRANTS COMMITTEE DR SANOBAR HAIDER	MEMBER OF NATIONAL ARCHIVES GRANTS COMMITTEE	NATIONAL ARCHIVES OF India	2019-20	
SOCIAL SERVICE DR SANOBAR HAIDER PROF. (DR) SANTOSH KUMAR	NISHANE HAZRAT ZAINAB SAMMAN ACADEMIC EXCELLENCE	NORTH India JOURNALIST WELFARE ASSO. DR BHIMRAO AMBEDKAR UNIVERSITY AGRA	2016-17 2021-22	

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 54

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	24	07	09	02

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 03

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The College's goal is to provide students with a setting that would help them develop a personality rooted in traditional Indian values. It has a variety of sporting amenities like a big sports field and an outdoor basketball court.The campus is furnished with all the amenities necessary for the student community's overall growth and development. Additionally, lush green fields and trees surround the serene ambience of the campus.

1. Classrooms and lecture halls: The classrooms are for regular instruction as well as seminar rooms for hosting lectures, conferences, workshops, seminars, etc.There are four smart classrooms that are equipped with audio-visual equipment such as projectors, screens, and whiteboards. 2. Laboratories: The six labs have specialized equipment and materials for scientific research and experimentation. 3. Library: It provides access to books, journals, and online resources such as databases and journals. A new Reading room is currently under construction as proposed in the last session. 4. Computing facilities: The college has a well equipped computer lab. It provides access to computers, software, and other technological resources. 5. Sports facilities: These facilities provide opportunities for physical activity and exercise, such as basketball court and sports fields. The proposed gymnasium is currently under construction. 6. Auditorium: A modern auditorium with seating for about 500 persons and consists of a spacious podium and audio-visual equipment, including LCD projectors.

Maharaja Bijli Pasi Government P.G. College has four smart classrooms, each with a seating capacity of around 50 people. The smart classrooms give the pupils a boardroom experience thanks to the modern ICT infrastructure, which includes audio-visual equipment, projectors, comfortable seats, and a podium. The ideal location for all significant academic and extracurricular seminars, discussions, debates, special lectures, council meetings, society events, conferences, etc., with adequate lighting facilities and provisions for darkening the room during projections.

Maharaja Bijli Pasi Government P.G. College provides various facilities for cultural activities, sports, games and gymnasium to promote the overall development and well-being of students. Some of these facilities are: 1. Cultural activities: The college has a Cultural Committee that organizes various cultural activities and events such as music, dance, drama, and poetry competitions. The college also has a spacious auditorium where cultural programs are organized all throughout the session. 2. Sports and games: The college has various sports facilities, including a large playground for sports like cricket, football, volleyball, basketball, table tennis and badminton. The college also organizes various indoor

games and traditional games as well. The college has a Sports Committee that organizes college sports competitions and events. 3. Gymnasium: The proposed gymnasium is currently under construction. that will provide students with access to modern fitness equipment and facilities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 3.18

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.6	0.15	1.08	6

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library at Maharaja Bijli Pasi Government P.G. College is well-established, semi-automated, and air-

conditioned. It has an extensive book collection and ample space. The library is nestled in the lush green lawns of the campus. It has Wi-Fi connectivity, RFID technology, and CCTV camera surveillance.

Recently, the college library adopted RFID (Radio Frequency Identification) technology for the purposes of library housekeeping, an effective security system, accurate tracking of books within the library, quicker book circulation, inventorying, and material handling. RFID technology comprises the staff workstation, security gate, RFID reader, RFID tags, RFID-equipped member I.D. card, etc., and users are also alerted by email and SMS.

More than 6500 books, newspapers, and magazines can be found at the campus library. To fulfill the academic needs of students and staff members, the library includes a fantastic selection of text, general, and reference books. The library covers a wide range of scientific fields, including physics, chemistry, botany, and others. The disciplines of the arts and commerce are also covered.

The library has open access to online journals in addition to its own collection.

PARTIAL AUTOMATION OF LIBRARY THROUGH SOFTWARE SOFTGRANTH 1.0 COMPLETED IN OCT 2021. INFLIBNET (N-LIST)- APRIL 2021 TO MARCH 2022

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Given the significant role that the internet currently plays in the teaching-learning process, Maharaja Bijli Pasi Government P.G. College has made the best use of technology to offer faculty members and students uninterrupted online connectivity.

The IT infrastructure is a necessity for almost all administrative tasks. There is Wi-Fi available on the college campus. The college has UPS and diesel-powered power generators to ensure the computers have an uninterrupted power supply, preventing power outages from interfering with lectures and lab activities.

For use by students, faculty, and staff, the college has provided over 50 desktop computers with internet access throughout the college office, library, staff room, department rooms, etc.

Projectors are provided as audio-visual aids to teach critical and analytical thinking to the students and for concept clarification. These facilities are there in smart classrooms and the college auditorium.

The smart classrooms are equipped with modern multimedia projectors, digital podiums, and interactive boards.

The college has one updated computer laboratory equipped with approximately 20 machines. The machines come with a variety of legally licensed systems and application software. The machines and programs are continuously upgraded to ensure the market relevance of acquired skills.

College library and computer laboratories have access to web activity with a subscription to e-resources that links students and faculty researchers to the knowledge databases, thereby creating a more research-oriented ecosystem.

The college has updated its Wi-Fi speed to 100 Mbps, from 50 Mbps, which helps with the smooth conduct of virtual meetings. The maximum download on the server is 94.05 Mbps, and the maximum upload speed on the server is 95.14 Mbps.

The various technical facilities are updated as and when needed to keep up with the most recent technological developments.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 35.42

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 43

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 3.48

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.16	0.18	5.11	3.38	5.22

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 39.72

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
752	374	384	412	494

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

  1.**Implementation of guidelines of statutory/regulatory bodies**
  2.**Organisation wide awareness and undertakings on policies with zero tolerance**

3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 12.71

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
36	64	35	31	41

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
270	343	331	357	327

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 4.36

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	6	7	19

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 3

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 11

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	6	6	8	9

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni Association of Maharaja Bijli Pasi Government P.G. College is an organization that serves as a bridge between the college and its alumni.The association plays an important role in maintaining relationships with former students, promoting the college's reputation, and supporting its mission.

Here are some of the key roles and duties of the Alumni Association:

Networking:The Alumni Association provides a platform for former students to connect with each other, as well as with current students, faculty, and staff.Through networking events and activities, the association helps alumni maintain relationships and build professional connections.

Career Development: The Association also helps alumni in their professional development by providing career resources,mentoring programs,and job opportunities.

Reunions and Events:The Alumni Association also organizes reunions and other activities that bring alumni back to the college.By providing opportunities for alumni to reconnect with their almamater,the association helps to promote the college's reputation and maintain its legacy. Also, the Alumni Association is aspiring to setup a more formal association with the goal of fundraising for the college. By soliciting donations from alumni and other supporters, the association will aim to support the college's programs and activities.

The Department of English runs its own literary magazine called "Splashes" in which both registered and alumni students of English subject contribute their creative writings for printing. This literary culture has been started since 2022 under the initiation of Dr Sarita Singh, Dr Shweta Mishra and Mr Abhishek Bhardwaj.

The Department of Hindi also has a strong alumni where the pass-out students pursuing Higher Education or preparing for Net/JRF examinations are in constant touch with the department for guidance and free tuitions.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The first academic session of the College started in 2001-02. Currently it is offering UG courses in English, Hindi, Sanskrit, Economics, Geography, History, Sociology, Psychology, Home Science, and Physical Education, and B.Sc. & B.Com. P.G. courses in Hindi, English, Geography, Sociology, Economics and Botany are also offered.Through its curriculum, extracurricular and co-curricular activities, the College ensures the complete development of the body, mind, and soul while enshrining traditional Indian values in each student. The faculty members are made part of the important committees/bodies and the students are incorporated as members of student council in all the departments.

The College organized several activities under the "MISSION SHAKTI", Chauri-Chaura and Azadi ka Amrit Mahotsav initiative to promote awareness, & national consciousness. The whole campus is installed with CCTV cameras which are continuously monitored. The College provides a safe and secure place for female students. The college enrollment percentage and overall college completion rates reflect our adherence to building an inclusive environment, as it includes a large proportion of SC/ST, financially weak, & female students. The NCC unit and two units of NSS give students ample opportunity to serve the community through various campaigns, anti-tobacco, antiliquor, plastic-free campus, voter awareness- SVEEP, etc. The EBSB club helps students to explore the diversity of India. Departmental Councils are formed at the departmental level. Diverse academic & co-curricular activities conducted like debates, elocutions, PPT presentations, departmental seminars, theatrical acts, group discussions, essay writing, poster and slogan competitions and academic project presentations, etc., are carried out. Career counseling sessions and planned academic calendars help the students both professionally and academically. Dept. of English & Dept. of Physical Education, contributed towards restructuring of the Common UG and PG syllabus for the Universities of U.P. as per NEP-2020.

Our Vision

- To contribute to the Nation through excellence in all spheres of academics.
- To instill the values of academic integrity and accountability.
- To generate gender equality in society by inspiring the girl students to be more participative in extracurricular activities.
- To evaluate the values of respect and tolerance in every individual.
- To evaluate the spirit of intellectual excellence and creativity.
- To develop human potential to its fullest extent so that intellectually capable and imaginatively creative leaders can emerge.

Our Mission

- It is our constant effort to provide a conducive atmosphere not only for academic excellence but also for the development of a high moral and spiritual character.
- Our efficient and highly qualified faculty not only imparts education but also counsels and monitors for building up of morally upright and innovative students.
- To be a centre of excellence through the process of self – evaluation and continual renewal in all our endeavours, namely learning, teaching and research.
- To promote gender equality in day to day life at campus and help facilitate Women empowerment.
- To inculcate moral values in students and make them academically qualified, morally upright and socially responsible.
- Industry interface has a special place in the curriculum and the institution constantly tries to address the demand for better institutional collaborations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Curriculum Development: The syllabus prescribed by Lucknow University is taught with the help of the Academic Calendars, which clearly specify the time duration for the completion of each unit and tests for the performance evaluation. Teaching and Learning: Interactive teaching model is adopted to make the class vibrant. Remedial classes and tutorials are conducted to support slow learners. The teachers adopt the ICT methods of Teaching. Examination and Evaluation: At the beginning of the session, an orientation program gives an insight into the entire course curriculum, question pattern, etc. Also, tests/ Assessments are conducted periodically. Research and Development: Most of the teaching staff members are supervising Ph.D. students and also contribute articles to research journals. Library, ICT, and Physical Infrastructure: Students are also provided books from the central and departmental libraries. Human Resource Management: The teachers regularly attend courses to improve their skills and be updated in their respective fields. Industry Interaction/Collaboration: The college organizes several career counseling sessions regularly to make the students aware of the trends and expectations in the job market. Rozgaar melas are organized to give exposure and opportunity to the students to explore professional possibilities.

Since the college is a constituent college of the University of Lucknow, all the academic policies, examinations, admissions, curriculum, etc., are followed as per the guidelines of the affiliating University. The policies, administrative setup, appointments, service rules, and procedures are incorporated as per the rules and regulations of the UGC and the Department of Higher Education, Uttar Pradesh. The government of U.P. appoints a Principal Secretary, Higher Education, under whose guidance all the policies are executed. U.P. Govt. appoints a Director of Education under whom three more Joint Directors work. The director appoints the principal of the college according to the rules of the departmental promotion committee. The Principal is the head of the institution. There are Professors, Associate Prof., and Assistant Prof., according to the posts available in college. The office is also an important part of college administration. There is one office superintendent in the college, apart from a junior clerk, peons, and lab assistant. To run the college, various committees are formed at the beginning of the new session.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Teaching:- a) The performance of Every Faculty Member appointed in Government College, Uttar Pradesh is assessed on the basis of API score of CAS proforma. b) The performance appraisal of teaching staff is also executed through ACRs based on their performance on several parameters throughout the academic year. The outcome of performance appraisal is promotion and incentives which is done by the Departmental Promotional Committee of Higher Education, U.P. level. c) Feedback received from students is also another effective technique to assess the performance of the teachers. The nonteaching staff is felicitated in the annual function of the college, "Spandan".Parking facility for vehicles of all the staff members. Clean water for drinking is available. Internet facility is available for teaching and non-teaching staff. Rooms are allotted to each department.

The college has various welfare schemes available for all staff as per prescribed norms of the UP Govt. National Pension Scheme is applicable for those staff members who have been appointed after April 2004, and the Pension scheme is applicable before 2004. Gratuity is referred to as retirement benefits offered by the government. Earned leave, if not availed, can be encashed later. Group insurance scheme benefits are applicable to all employees. Pregnant female staff availed of 180 days of fully paid maternity leave. Child care leave of 730 days is granted to female employees who need to take care of her child below 18 years of age. 365 days of Medical leave can also be availed whenever required to all employees. In every academic session, 14 casual leaves are provided to the staff members. A House Rent allowance is provided for all the teaching and Non-teaching staff. On Diwali, the non-teaching staff receives a bonus from Govt. Duty leaves are granted for attending seminars and workshops etc.Free Medical camps are organised for the members of the college ocassionally. The college provides opportunities for career development / progression. The principal of the college has the right to grant NOC in case of application for faculty position in university. Faculty in the college regularly apply against the vacant post in other universities and get selected.

Faculty members retiring mid-session are granted an extension period of service that commences on June 30th of the academic session.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 21.05

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	10	6	5

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The college is fully funded by the DEPARTMENT OF HIGHER EDUCATION, U.P. Govt. The budget is allotted by the Government as per the requirement proposal sent by the college. Additional grant is requested if and when required through proper channel. The college arranges adequate funds for organising seminars/ workshops etc. in the college. The college makes optimum use of financial support and resources provided by the government for the augmentation and maintenance of infrastructure, campus improvisations, in-campus facilities and academic enrichment.

An External Auditor is appointed by the Government of Uttar Pradesh from the office of A.G. Office, Prayagraj, Uttar Pradesh and conducts the audit of the college accounts to verify correctness as per the rules and regulations provided by the Government. Physical verification of the college stock is done by the teachers of the college. Laboratories' equipments and other materials are scrutinized properly and are well documented. Proposal for seminar, maintenance and minor construction are also prepared and send to the Higher Education department. When funds are received, tender is floated for proposed work as per norms.The office documents all the financial data in a proper manner along with the bills.Various maintenance works are carried out from 'student fund' obtained through student's admission fees, which is restructured every year by the Fee Structure Committee as per the requirement. Principal is the Drawing and Disbursing Officer, who in consultation with the Purchase Committee grants the permission for utilization of funds/ grants.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

After the Covid-19 pandemic lockdown, the online mode of teaching was integrated, with various departments resorted to using the Zoom application, sharing notes, ppts, online discussions, and creating YouTube channels like 'Historify', 'LITSAVVY', 'Poonam Bajpai' and 'Digvijay Economica', Dr. Gunjan Shahi and several others. Several online guest lectures were also organized where in the students got the opportunity to connect with Professors and academics from various reputed Universities in the country. DEVELOPING E-CONENT: Several teachers uploaded E-contents on the Uttar Pradesh Digital library- (www.hee.content.upsdc.gov.in). Online webinars, workshops & Guest Lectures continued to be organized. AQARs of the previous sessions were compiled and drafted by the IQAC and NAAC teams. Various awareness drives were undertaken under the aegis of Mission Shakti, Azadi ka Amirt Mahotsav, SVEEP, Cyber Awareness, and NSS. Several online/offline lectures were organized on a range of topics to enlighten the students.

The college has a defined procedure for excelling in academics through the maintenance of certain specific modes of teaching and learning practice such as the development of the Academic Calendar by each faculty member. Similarly various departments plan out their council activity. Teachers organise special lectures and take ICT classes. The IQAC analyses the feedback analysis reports collected by the departments and makes a final analysis report so that remedial measures can be undertaken to add to the qualitative growth of the college.

A large number of events including webinars/ seminar on relevant topics like New Education Policy, Indian culture, environment etc. were organized under the aegis of IQAC. Orientation programme for newly admitted students to apprise them about the curricum, exam pattern, internal exam methods, scholarship and other rules and regulations of the college and affiliating University. Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS). Establishing Alumni Association in college. Regular meetings of IQAC were ensured for assessment of progress of NAAC evaluation

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The adherence of the college to the issue of gender parity is reflected in various events/activities/initiatives that are organized all the year round. The college, focuses on the inclusion of female participation in higher education. The female students are given due reservation in the admission policy of the college as per the norms of the government. A tabulated data of the total number of girls is maintained by the admission commitee and is documented in various indexes of the office for the purpose of Gender Audit. The details of programs that facilitate gender equity and sensitization are as follows:

A Special Lecture on Gender and Society organised on 14th Feb 2023 by Department of Sociology by Dr. Soumya Pandey, Assistant Professor Psychology, Integral University. The college also offers scholarship through Kanya Sumangla Yojana to girl students.

29TH SEPT, 2022. EBSB AND MISSION SHAKTI "A REFLECTION: GANDHI AND THE INDIAN NATIONAL MOVEMENT". RELEASE OF MISSION SHAKTI SOUVENIR. GUEST SPEAKER PROF. NISHI PANDEY. 01 AUG TO 7 TH AUG, 2022. BALIKA HEALTH CLUB AND SCIENCE DEPT. "VISHWA STANPAN SAPTAH" 26 AUG, 2022. WOMEN EQUALITY DAY " MAHILAON MEIN UDYAMITA KA VIKAS" PROGRAM REPORT UNDER MISSION SHAKTI.

In the third and fourth phase of the "MISSION SHAKTI" (2022-23) college organised following activities to promote initiative of the state government to empower women and girls ,and create awareness regarding laws related to women security and dignity.

August- December 2021 Webinar on Women Equality Day, Balika Suraksha Shapath by NSS, Constitution of Balika Health Club, International Webinar on Women Empowerment, Lecture on Chupi Todo Khulkar Bolo, Seminar on legal awareness related to women rights, NSS and Rangers/Rovers organised a nukkad natak, lecture on women health and nutrition. In 2022 Lectures on gender equality, essay writing competition, Balika Suraksha Shapath, were organisd.

During 2021-21, college organised various activities from 17th October to April 2021, like Mahila Suraksha Shapath, webinar on legal awareness, POCSO ACT, & Women Help Line numbers, Legal awareness, & Psychological issues Counselling sessions, webinar on Women health and Nutrition ,Poster Competition on Women and girl's Health and Nutrition, Organised online Martial Arts training for female students from 19-23th October, 2020,NSS organised awareness for women safety issues by going door to door and enlightening the society about various laws related to women safety and women

helpline numbers. Balika Health Club constituted at college level.

During the year 2019-20 the following gender equity promotion programmes were organized by the institution

- Kavach program 181 awareness programme was organised on 23/07/2019 with 250 female and 50 male participants.
- INTERNATIONAL WORKSHOP HOPE: A two-day international workshop was organised on 09/01/2020 and 10/01/2020 with 150 girls and 50boys.
- WEBINAR ON FEMINISM A HISTORICAL AND LITERARY PERSPECTIVE was organised on 30/05/2020 with around 20boys and 20girls.

During the session 2018-19 the following gender equity programmes were organized:

- INTERNATIONAL SEMINAR ON TOWARDS SUSTAINABLE WOMEN HEALTH DECODING THE MENSTRUAL TABOO was organised on 01/02/2019 and 02/02/2019 with 300girls and 200boys
- SPIRITUAL REJUVENATION ON WOMEN MENTAL HEALTH on 23/01/2019 with100girls and 20boys.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

1. The college has implemented affirmative action policies, such as reservation quotas, to ensure that students from marginalized communities have access to higher education. The college enrollment percentage and overall college completion rates reflects an inclusive environment, as it includes a large proportion of SC/ST, financially weak and female students. 2. To cater to the institutional social responsibility, our college has one NCC unit and 2 units of NSS, (Kasturba and Gandhi). During the camps, students get ample opportunity to serve the community through activities like cleanliness campaigns, food and clothing distribution to the needy, antitobacco and anti-liquor campaigns, etc. 3. The students engage in the celebrations of important days and birth anniversaries of eminent personalities to learning from their lives. 4. The EBSB club of the college helps its students to explore the diversity of India as a nation. Its activities involve sharing of knowledge about history, geography, socio-economic conditions, cultural heritage, linguistic diversity, festivals, popular cuisines, famous tourist sites, and traditions of the paired state (Meghalaya). 5. The college has included courses on multiculturalism, gender studies, and diversity in its curriculum to promote awareness and understanding of different cultures and identities.6. Special classes on the Constitution of India are run by the department of History where the students are made aware about the Fundamental rights and duties of the citizens of India, the Directive Principles, the Preamble and they are also made aware of the basic laws and the structure of judiciary along with the important guidelines related to the Electoral process.7. Special days and events are celebrated through lectures and webinars to inculcate emotions of national pride. Independence Day and Republic day are celebrated. Special days that imbibe the spirit of democracy like Voter's day, Constitution day, Martyr's day, National Road Safety Month, etc.are celebrated.

During the session 2019-20, a blood donation camp was organised on 18th September, 2019, with 100 students participating in it. During the session 2022-23, to publicise G-20 Investors's Summit, various competitions and events were organised in college like Essay, Debate, Poster, Quiz, Seminar, Symposium, Handicraft Exhibition. Like on 30TH JANUARY, 2023 ESSAY COMPETITION REPORT: ESSAY TITLE: "VASUDEV KUTUMBKAM" for those who prefer to write in Hindi and "One Earth, One Family, One Future" for those who prefer to write in English. 27th Sept, 2022. On WORLD TOURISM DAY, Residency heritage walk was organised by the DEPT OF HISTORY AND THE ARCHAELOGICAL SURVEY OF INDIA,27th September 2023-World Tourism Day at the Constantia.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

PRACTICE 1:

FEEDBACK SYSTEM

Objectives of the Practice

In the 2021-22 session, feedback forms were filled with the objective of improving the academic and administrative performance of the college. The feedback form regarding teachers' performance, pedagogy and the college was designed and developed by the NAAC committee. The feedback forms provide valuable responses from the key stakeholders, i.e., the students, the institute, and the teachers, to introspect about their facilities, environment, and pedagogical and behavioral approach. We have designed four feedback forms for this session, viz., for teachers, students, alumni, and the parents of college students.

A feedback form is necessary for any educational institute in the current scenario. More than its contribution to the structural and organizational modification of an organization, it helps in promoting a healthy and candid dialogue between the taught and the teacher. With this vision, the NAAC committee undertook this essential component of the teaching-learning process and prepared feedback forms to assess its faculty members and the infrastructure and facilities of the college.

The Practice

The feedback form of the session 2021-22 covered major areas of curriculum, classroom teaching, extra-curricular activities and infrastructural facilities, and general administration of the college, all in one form. It included questions related to infrastructural facilities available in the college, the teaching pedagogy, the teacher's ability to co-relate the subject, online classes, opportunities made available for co-curricular activities, library, teaching aids, practical sessions, sports facility and learning experience/opportunities available through extension activities of NSS/ NCC/Rovers-Rangers, etc. Evidence of Success: The review and analysis of students' feedback help provide them with a better learning environment. Therefore, to maximize the participation of students and to enhance their accessibility, the feedback form was also translated into Hindi and distributed amongst students.

PRACTICE 2:

Promoting the Culture of Lucknow and Uttar Pradesh, Gender Sensitivity, Awareness, and National Consciousness through Mission Shakti, Cyber Crime Awareness, Ek Bharat Shreshtha Bharat, & Azadi Ka Amrit Mahotsav.

Objectives of the Practice

1. The college is committed to fostering a deep connection with the cultural heritage of Lucknow and the state of Uttar Pradesh. The cultural events, such as cultural festivals, folk music, and dance performances (Kathak) serve as a platform for students to not only appreciate but actively

participate in the preservation and promotion of the region's cultural heritage. The Department of History organizes historical tours, *Bait Baazi*, *KissaGoi*, *Mushaira*, and expert talks on Lucknow cuisine and historical monuments and figures like Begum Hazrat Mahal. The teachers published a book titled *Lucknow Imprints* discussing the legacy of the region's vibrant heritage.

2. The college continued to organize programs under MISSION SHAKTI initiative in the session 2021-22 as well, in response to the directions issued by the U.P. State government and in accordance to the directions issued by the Directorate, Higher Education, Prayagraj, U.P. The N.S.S. units of the college and other departments contributed tothe Mission Shakti initiative of the state government to empower women and girls and create awareness regarding laws related to women's security and dignity. The activities of the mission were carried out with the vision of implanting gender equality among students and ensuring an inclusive, genderresponsive learning environment.

To cement the national consciousness, EK BHARAT SHRESHTHA BHARAT was launched by the Government of India to promote cultural exchanges and national integration among the people of different states and regions of India. The main objective of Ek Bharat Shreshtha Bharat is to strengthen the unity and integrity of India by celebrating its diversity and promoting the spirit of national integration. The initiative aims to achieve this objective by pairing with the state of Meghalaya to create a cultural and linguistic exchange program. Under the programme, Maharaja Bijli Pasi Government P.G. College, Lucknow, has been paired up with the College of Teacher Education, P.G.T., Shillong, to celebrate the idea of India as a nation with cultural diversity through the manifestation of diverse languages, cuisines, costumes, handicrafts, sports, and literature. In this initiative, national consciousness is developed through various means, such as promoting national symbols, learning multiple languages, promoting cultural exchange programs, and encouraging citizens to visit different parts of the country to learn about its rich history and heritage.

3. AZADI KA AMRIT MAHOTSAV is a government initiative launched in India in 2021 to commemorate the 75th year of India's independence. The main objective of this celebration is to promote national consciousness, remember the sacrifices made by our freedom fighters, and pay tribute to them. The celebration aims to unite the people of India to celebrate their unity in diversity and create awareness about the glorious history of India's freedom struggle. National consciousness imagined as part of Azadi ka Amrit Mahotsav relates to the collective awareness and pride of the people of India in their nation's rich history and cultural diversity. It emphasizes the need for all citizens to recognize and appreciate the sacrifices made by freedom fighters and leaders during the struggle for independence.

In building an inclusive and progressive human society, gender equality plays a catalytic effect. This was the stimulus for adopting our gender-sensitizing program, Mission Shakti, the guidelines of which were provided by the state government from time to time, and the college adhered to it religiously to accomplish the desired objectives of the same. The program was designed to address the safety issues of women and girls, their mental and physical well-being, to provide them legal aid, psychological counseling, information on special women helpline numbers, to make them aware of various schemes of government that would help them both professionally and financially, and to ensure that they are aptly trained in physical combats through martial art training sessions, organized from time to time. Though this was a government initiative, considering the gravity of the issue of women empowerment, socially, professionally, legally, mentally, and physically, the college intends to adopt and continue these practices in the future, too, aiming to maximize the participation of its students for the maximum benefit of the society at large.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The College has an important role in effectively delivering and implementing this curriculum. Teachers use an innovative methodology to deliver the curriculum. Attendance is regularly taken to ensure students' participation in the teaching-learning process. Teachers prepare their academic calendars, which systematically amplify the teachers' productivity. Teachers take Remedial/Tutorial classes to ensure syllabus completion and revision, thereby helping weaker students understand the subject well. The teachers and departments maintain hard copies of the academic calendars, feedback forms, and attendance registers mentioning Remedial/Tutorial classes, internal assessment marks, timetables, and details of ICT classes. Online classes were also taken when the college closed due to Covid restriction since January 2020. Webinars and counselling sessions were also organized for the purpose.

The program and course outcomes of all the subjects have been defined by the affiliating university of Lucknow in its syllabus. The same is followed by the teachers of our college while preparing their academic calendars. The program and course outcomes is displayed on the college website for both the teachers and the students. The following mechanism is followed by the department to communicate the learning outcomes to the teachers and students. · Soft Copy of syllabi and Learning Outcomes are available in the departments for ready reference by the teachers and students . · Soft Copy of Curriculum/syllabi and Learning Outcomes of Programme and Courses are also uploaded on the website of the college for reference. The students are also made aware of the same during the introductory classes by the department. The same is also shared on WhatsApp groups ever since the Covid 19 lockdowns. · At the beginning of a course along with the syllabus, students are made aware of the outcome of the course by the respective course teachers.

A transparent and robust internal assessment mechanism comprises the following elements: 1. Clearly defined assessment criteria: assessment criteria is clearly defined and communicated to students beforehand so that they are aware of what they will be assessed on. Following university guidelines, the college fixes internal exam dates and all departments are supposed to conduct the exams on the said

dates. 2. Frequent assessment: Frequent assessment is conducted to ensure that students are consistently progressing and receiving feedback on their performance. 3. Multiple modes of assessment: Multiple modes of assessment are used, such as written assignments, viva, tests, attendance and class performance, to provide a comprehensive evaluation of students' skills and knowledge. For P.G. students, there is an additional written internal exam. 4. For UG courses teachers assign project topics at least a month before the dates of tentative semester exams. The files are collected, viva voce is conducted and the marks are uploaded on the examination portal of the University of Lucknow and hard copies of these marks are sent to the respective departments. 5. The students are given ample time to submit their projects. All departments maintain lists of awarded marks and project file topics.

STUDENT CENTRIC METHODS OF TEACHING: 1) Experiential learning: is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, field exercises, academic research and stage performances. 2) Participative learning approach is a form of a reflective learning approach which is learner centred teaching method. This method stresses the subjectivity of learners and the self-construction of knowledge. Different departments arrange programs for learners to participate in different activities and learn on their own. Workshops, induction programs, E-classroom sessions, seminars, study tours are the some activities college organize throughout the academic year to nurture the students' participation. College gives emphasis on activities like projects, group discussions, workshops, training programs, Quiz Competition,etc. Blended learning and model-making methods are introduced for selected topics to enhance participative learning. Teachers are encouraged to take Online Courses. They include online lectures, demonstrations and interaction. Project work involving latest technologies and software. Digital library is established by U P Government in which college teachers have contributed e-contents. Different department organised educational tours for students.

ICT (Information and Communication Technology) enabled tools can be highly effective in facilitating the teaching-learning process at Maharaj Bijli Pasi Government P.G. College. Here are some ways that teachers use ICT tools for effective teaching in the college: 1. Online lectures and presentations: Teachers use platforms like Zoom or Google Meet to deliver lectures online. They also use tools like Microsoft PowerPoint or Prezito create engaging presentations to share with students. 2. Multimedia resources: Teachers use multimedia resources like videos, podcasts, and interactive simulations to enhance the learning experience. These resources help students to visualize complex concepts and engage with the material in new ways. 3. Online assessments: Teachers use online assessment tools to create quizzes, tests, and exams. These tools also provide instant feedback to students, which helps them to identify areas where they need to improve. Personal laptops and subject WhatsApp groups are also used for the digital dissemination of knowledge. Departments of History, English, Economics, Mathematics and Physical education have developed their YouTube channels as well.

To assess the learning levels of the students, teachers conduct tutorials and remedial lectures, class test, presentations, internal assessments and also organise various competitions to involve the capabilities and explore the potential of students. The skills and learning abilities of advanced learners are utilized by teachers during interactions in class and also during the organisation of special events. Teachers through personal counselling also provide guidance and encouragement to advanced learners so as to facilitate their success rate. Most departments organise class seminars, lecture, workshops, exhibitions and extracurricular activities for their students to provide a platform where the students speak and perform without any hesitation. For both slow and advanced learners teachers make use of ICT tools in delivering lectures. Department of Hindi organises special classes for the students aspiring to clear NET/JRF exam.

The remedial and tutorial classes are also helpful for students who are engaged in NCC, Rovers/Rangers and NSS activities and have missed some regular classes.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Additional Information

Maharaja Bijli Pasi Government P.G. College is deeply committed to its pursuit of excellence in higher education. The journey of preparing for the NAAC assessment is not merely a benchmark but marks the starting point for an unceasing quest for improvement. It symbolizes our dedication to providing our students with the best possible educational experience and fostering an environment of continuous growth and development. We recognize that education is a dynamic field, ever-evolving to meet the changing needs of society and industry. Hence, our commitment to improvement acknowledges that the pursuit of excellence is a journey with no final destination. It is an ongoing process driven by innovation, adaptability, and a relentless desire to offer our students the finest education and opportunities for personal and professional growth.

Concluding Remarks :

Conclusion

In the pursuit of academic excellence, Maharaj Bijli Pasi Government P.G. College has demonstrated commendable commitment and innovation across various domains. The institution's strengths shine brightly in several key areas:

1. **Academic Excellence:** The college's dedication to maintaining high academic standards is evident in its well-structured curriculum, experienced faculty, and student-centric teaching methods. Achieving excellent results and consistently being considered one of the best government degree colleges exemplify its commitment to education.
2. **Inclusivity and Access:** By actively promoting gender sensitivity, implementing affirmative action policies, and fostering a diverse and inclusive environment, the college ensures that students from all backgrounds have equitable access to highereducation. This inclusive approach strengthens the institution's social fabric.
3. **Infrastructure:** The college has continuously invested in enhancing its infrastructure to provide students with a conducive learning environment. Smart classrooms, well-equipped laboratories, a resourceful library, and ICT facilities are among the features that contribute to a quality educational experience. The institution's commitment to maintaining an infrastructure that aligns with evolving educational needs ensures that students can access the best possible resources for their academic growth and research endeavors.
4. **Quality Assurance:** The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring the continuous improvement of academic and administrative processes. Regular meetings, feedback systems, and transparent assessment mechanisms have led to positive outcomes and enhancements in the teaching-learning process.
5. **Environmental Responsibility:** The institution's commitment to environmental sustainability is reflected in its green audit, clean and green campus initiatives, and efforts to promote sustainability beyond its campus borders.
6. **Community Engagement:**The college actively engages with society and contributes to social development through various community service programs. Initiatives like Mission Shakti, Road Safety

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Campaigns, and Ek Bharat Shreshtha Bharat demonstrate its commitment to social awareness and empowerment.

In summary, Maharaja Bijli Pasi Government P.G. College is a beacon of academic excellence, inclusivity, and sustainability. Its strengths lie not only in its academic prowess but also in its dedication to fostering an inclusive and environmentally responsible learning environment. The institution's commitment to quality, access, and social responsibility positions it as a valuable asset to both its students and the community at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
800	460	442	467	520

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
778	491	442	467	439

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1110	690	690	660	660

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1110	690	690	660	660

Remark : Updated as per the supporting document

2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
555	345	320	330	330

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
470	263	230	204	202

2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2.4.2 *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	21	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	20	20	21

Remark : As per the attachment No.1 excluding Physical Education Director values updated

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3.1.1 *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.221	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.40	00	00	00	00

Remark : Grant sanctioned in 2022 for 3 years Hence, for 2022-23 (0.40) is considered.

3.2.2 *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

10	6	1	5	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	4	1

Remark : Values updated as per attachment

3.3.1 — **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

  3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	36	40	69	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	4	5	5

Remark : Values updated as per attachment

3.3.2 — **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

  3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	47	21	11	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	1	1

Remark : Values updated as per attachment

3.5.1 — *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

	Answer before DVV Verification : Answer After DVV Verification :3 Remark : Updated as per attachments
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

4.1.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59.52398	16.8	255.35359	10.815	7.93

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.6	0.15	1.08	6

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.23	0.23	5.315	14.78	16.875

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.16	0.18	5.11	3.38	5.22

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career

counseling offered by the Institution during the last five years

5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
515	3	6	564	216

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	11	7	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	9	7	26	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	6	6	8	9

Remark : Updated as per attachments .Multiple events held on the same day considered as one only

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	19	24	28	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	10	6	5

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

Remark : Values updated as per attachment

6.5.2	**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**

	3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Updated as per attachment
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: D.1 of the above Remark : Updated as per attachment
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Updated as per attachment

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 32 Answer after DVV Verification : 38
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70.7451	19.53	260.67859	25.59	26.805

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70.745	19.53	260.67859	25.59	26.805